



# **Isambard Brunel Junior School**

# **Pupil Premium Strategy Document**

## **2019-20**



## Isambard Brunel Junior School Pupil Premium Strategy Statement 2019-20

### Summary information

#### What is Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers. Pupil Premium is allocated to the school and is generated by children:

- Who are currently known to be eligible for free school meals (FSM)
- Who have been 'looked after' continuously by a local authority for more than 6 months
- Children from service families (known as the Service Premium)
- Children who have been eligible for FSM at any point in the last 6 years

The level of the premium for 2019-2020 is £1,320 per pupil fitting the criteria above for FSM children, £2,300 for Looked After Children and £300 for children from service families. The rates in 2020-21 for pupils eligible through free school meals will increase to £1,345 for primary schools and £955 for secondary schools. The rate for pupils who have been in care will increase to £2,345 and rates for Service families will increase to £310. From September 2012, schools are required to publish online information about how we have used the premium. This money is for schools to decide how to use but should be spent in order to improve educational attainment of children from low income families. The pupil premium has the potential to have a great impact on the attainment and future life chances of pupils.

1. Summary information								
<b>School</b>	Isambard Brunel Junior School							
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£194,460		<b>Date of most recent PP Review</b>	January 2020		
<b>Total number of pupils</b>	285	<b>Number of pupils eligible for PP</b>	150		<b>Date for next internal review of this strategy</b>			
	<b>Free School Meals (FSM)</b>		<b>Service children</b>		<b>Children in care</b>		<b>Children adopted from care</b>	
<b>Number</b>	136 (Jan '19)	144 (Jan '20)	0 – (Jan '19)	1 (Jan '20)	2 (Jan '19)	0 (Jan '20)	3 (Jan '19)	5 (Jan '20)
<b>Funding</b>	£179,520	£193,680	£0	£310	Virtual Head	£0	£6,900	£11,725
<b>£186,420 – for 19/20 funding based on January 2019 census - 7/12s proportion = £108,745</b> <b>£205,715 – for 20/21 funding based on January 2020 census – 5/12s proportion = £85,715</b> <b>Total Funding for academic year 2019/2020 = £194,460</b>								

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2. Current attainment (SATs 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average (provisional) - 2019)</i>
<b>% achieving in reading, writing and maths</b>	21%	71%
<b>progress in reading</b>	-7.8	0.3
<b>progress in writing</b>	-15	0.2
<b>progress in maths</b>	-7	0.3

### Barriers to future attainment (for pupils eligible for PP, including high ability)

Identified barriers to learning for 2019-20																	
<b>School context:</b> 33% pupils eligible for free school meals. Higher than national primary deprivation (51% Jan 2020).																	
<b>A</b>	<p>Children entering Year 3 who are eligible for Pupil Premium are not achieving as well as their peers. The table shows the percentage of children who were disadvantaged that achieved expected or exceeding results at the end of Key Stage One.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>July 2019</th> <th>DA</th> <th>Non DA</th> <th>Gap%</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>84%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>76%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td>Maths</td> <td>82%</td> <td>58%</td> <td>24%</td> </tr> </tbody> </table>	July 2019	DA	Non DA	Gap%	Reading	67%	84%	17%	Writing	76%	55%	21%	Maths	82%	58%	24%
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<b>B</b>	Comprehension skills have not developed in line with phonics outcomes in KS1 and need further development in KS2. Some children lack oral proficiency, have a limited range of vocabulary or find communicating challenging.																
<b>C</b>	Some children have limited resilience and have less established learning habits and attitudes.																
<b>D</b>	60% of our disadvantaged pupils have complex needs such as social, emotional needs, low attendance, unstable housing, living in poverty or special educational needs. This can affect pupils' attitude, behaviour, concentration, emotional stability and ability to fully engage with school and learning. The largest group is pupils with low attendance. The second largest group is pupils and families who benefit from early help work or social care support. The third largest group is pupils with Special Educational Needs.																
External barriers (issues which also require action outside school, such as low attendance rates)																	
<b>E</b>	27% of disadvantaged children have low attendance. Out of this group, 56% are girls. The attendance of white, British girls is a barrier to their learning outcomes.																
<b>F</b>	Parental Engagement is a barrier to some children's learning. Many families are not adequately supporting their children's home learning and reading on a regular basis. This is not always due to low aspirations but also parent confidence, home stability and parents working evening shifts.																

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<b>G</b>	60 percent of disadvantaged pupils have complex barriers to learning (belong to more than one group). This could be social, emotional ELSA support, support from our Early Help Lead, safeguarding support or external agency support. Complex barriers are preventing disadvantaged children's life chances.							
<b>H</b>	<p>Local factors include:</p> <ul style="list-style-type: none"> <li>• 1:3 children living in the south of Portsmouth live in poverty. Recent research indicates that poorer families struggle to offer the same quality parenting as their affluent counterparts. More affluent families have financial and housing stability, money to offer wider experiences, time to dedicate to supporting their children's language development and home learning. Children are better fed, grow better, including brain development. Many Sure Start centres in Portsmouth have been closed. Parent support teams are minimal.</li> <li>• Coastal towns are social mobility 'cold spots'. New data published by the Department for Education (DoE) shows that pupils in coastal areas achieve two and a half grades lower at GCSE. Loss of aspiration is vividly reflected in high levels of education failure. Entrenched unemployment (3<sup>rd</sup> and 4<sup>th</sup> generational) drains aspiration. The curriculum at a primary level has narrowed as schools focus on published data outcomes. Portsmouth has a small financial and business sector. Its main source of employment are ship and aerospace manufacturing, hospitals, seasonal hospitality, IT, call centres, defence. FE courses and funding is not always reflecting local employment possibilities.</li> <li>• 1:3 houses in North End are rented. This can affect housing stability and pupil attendance and school stability.</li> <li>• Parental confidence and their own level of education and experience of school which can result in low parental engagement and children's readiness to learn.</li> <li>• Families' emotional and financial stability and welfare.</li> <li>• Some pupils do not get the opportunity to develop their interests or take part in clubs outside school. Some children and families do not venture far from Portsmouth, some do not venture from their wards.</li> </ul>							
<b>3. Desired outcomes</b>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"><i>Desired outcomes and how they will be measured</i></th> <th style="width: 35%;"><i>Success criteria</i> (By end of the academic year July 2020)</th> <th style="width: 35%;"><i>Impact of 2019-20 strategy</i></th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffcc00;"><b>A.</b> Provide a curriculum that powerfully addresses social disadvantage.</td> <td>Construct a curriculum that is ambitious and designed to give all pupils, particularly DA and pupils with SEND the knowledge and cultural capital to succeed in life. Ensure that our curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of all pupils; developing their knowledge, skills and ability to apply what they know and what they can do with increasing fluency and independence.</td> <td></td> </tr> </tbody> </table>			<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i> (By end of the academic year July 2020)	<i>Impact of 2019-20 strategy</i>	<b>A.</b> Provide a curriculum that powerfully addresses social disadvantage.	Construct a curriculum that is ambitious and designed to give all pupils, particularly DA and pupils with SEND the knowledge and cultural capital to succeed in life. Ensure that our curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of all pupils; developing their knowledge, skills and ability to apply what they know and what they can do with increasing fluency and independence.	
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<b>B.</b>	Ensure the quality of teaching and learning is consistently good. Disadvantaged children will leave KS2 with similar outcomes to their non-disadvantaged peers.	All children, especially those who are DA or with a SEND need achieve their best. End of KS outcomes are improving and in line with national. All pupils make good or better progress across the curriculum.	
<b>C.</b>	Improve spoken language and enrich the vocabulary of disadvantaged groups. To enrich reading experiences and teach greater reading fluency and comprehension skills.	Differences will diminish (will decrease from 2019 national measure) between disadvantage and non-disadvantaged children in reading. KS2 reading results will improve on last year.	
<b>D.</b>	Develop the curriculum so that it extends beyond the academic and provides for pupils' broader development. Disadvantaged children will better access taught learning habits and apply these habits and increasing resilience to their learning and wider experiences.	School research will highlight how disadvantaged children are able to better access taught learning habits. Building resilience will allow children the ability to better grapple with learning and face learning challenges with increasing confidence. This will be noted by external evaluations. Wider curriculum will educate our pupils about social diversity, British Values, tolerance, responsibility, resilience amongst many other values and our school habits of mind.	
<b>E.</b>	SEND group to make expected and better progress. SEND provision meets individual needs.	Disadvantaged group to make good or better progress. This will be monitored through subject leadership and measured during staff appraisals. Ensure that teachers are aware of pupil's multiple barriers. Closely monitor and improve the class provision for SEND children.	
<b>F.</b>	To ensure that children's confidence, learning habits, learning expectations and progress builds from KS1 to KS2.	Consistent systems and strategies from KS1 to KS2 will allow children to build on prior learning and accelerate progress.	
<b>G.</b>	Ensure pupils' positive attitudes to learning are reflected in their high attendance and good punctuality.	Attendance of disadvantaged girls is more in line with non-disadvantaged girls (school measure as national data comes much later in the year). Parents regularly	

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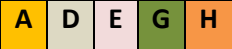
		come into school and the school helps parents to understand how they can help.	
H.	To keep disadvantaged children from falling under safeguarding concerns safe and stable at school. Offer a wider support network to both the child and the family.	Case studies will highlight how children have continued to learn and make expected and better progress. Also how children feel safe and supported at school.	

4. Planned expenditure (Based on 51% of Pupil premium element)					
Planned activity	Cost	Reason for the approach	How the impact will be measured and reviewed	Staff lead/s	Impact of 2019-20 strategy
Termly pupil progress meeting and SLT book looks for every child 	£5,000	Collaborative meetings with SLT, class teacher, year group, leadership team, SENCO and attendance officer to carefully track monitor the needs of individuals. Planned interventions and target setting for disadvantaged children not on track.	Termly meeting, monitoring schedule, appraisal process, data collation, reviewing the impact of interventions.	SLT	
Continue with reading interventions Introduce the Better Reading Programme. Train four Learning Support Assistants to deliver an intensive one to one programme. The children read for 15-20 minutes 3 times a week. The programme lasts for 10 weeks. 	£16,000	The EEF identified reading comprehension strategies as one of the 10 most effective Pupil Premium strategies for primary schools. (+5 months progress and low cost).	Attainment and progress to be analysed and handed to SLT after each ten weeks.  Pupils participating in intervention programmes make better than expected progress from their starting points	JG	

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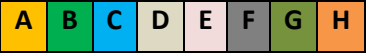

<p>Introduce Accelerated Reader to merge with current reading scheme and continue with daily reading passports.</p> <p><b>A B C E G</b></p>	<p>£8,000</p>	<p>Home school reading will allow children the opportunity to practise daily reading at their level of reading proficiency.</p>	<p>Class teachers to track who is reading and challenge parents who are not participating during parents' evenings.</p> <p>English lead to write a letter explaining why children need to read- handed out.</p> <p>Introduce accelerated reading/merge with existing home/school reading scheme readers</p> <p>Spring 1- log kept.</p>	<p>JG</p>	
<p>Continue to buy into PIXL interventions</p> <p><b>A B C D E F G</b></p>	<p>£1,338</p>	<p>PIXL is a non-profit partnership of over 1,600 secondary and 600 primary schools, sharing best practice.</p>	<p>Begin PIXL interventions in Year 6. Deliver as a whole class catch up approach.</p>	<p>LC</p>	
<p>Introduce Talk for writing to years 6. Continue to embed literacy planning (Yrs. 3-5)</p> <p>SLT to ensure that there are robust medium term plans for writing in place for years 3, 4,5 and 6.</p> <p><b>A B C E G</b></p>	<p>£9,865</p>	<p>Talk for writing has impacted KS1 writing.</p> <p>Medium term planning will support weaker teaching.</p>	<p>Termly Pupil progress meetings, book looks and monitoring.</p>	<p>JG</p>	
<p>Support teachers with the 7 principles of teaching and thinking maps, habits of mind.</p> <p><b>A B C E F</b></p>	<p>£4,000</p>	<p>Ensure Flipchart planning is consistently embedded across both KS1 and KS2. September INS</p> <p>ET will launch Trust 7 principles of teaching and icons for visual reminders to children of what part of lesson pupils are engaging with.</p>	<p>Termly Pupil progress meetings, book looks and monitoring. Planned cpd programme for the year.</p>	<p>SP, JJ, HM</p>	

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<p>Embed subject leaders.</p> 	<p>£2,300</p>	<p>Subject leaders will raise the curriculum profile. Resulting in subjects being better planned, whole school differentiation, better resourcing, better monitoring and better pupil engagement. All subject leaders will be clear of their subject Intent, progression and how it is revisited and assessed.</p>	<p>Set subject leaders expectations from September. Introduce monitoring to KS2. Monitor and report to Head Teacher to inform the appraisal process.</p>	<p>LC/SP</p>	
<p>Launch Year leaders and CPD Support middle leaders and NQTs</p> 	<p>£5,000</p>	<p>Bespoke support, Personal Improvement Plans. Timely targets, coaching, guidance and support.</p>	<p>CPD drive for Year leaders including launch Leaderships day (September)</p> <p>Bespoke support will be informally monitored. Personal Improvement Plan will be recorded and shared with the Head teacher.</p>	<p>LC, AC</p>	
<p>Continue to establish a vision for thinking. through Claxton's 4 R's. Develop a whole school Metacognition approach that draws together BLP and Habits of mind.</p> 	<p>£500</p>	<p>The EEF identified metacognition as one of the 10 most effective Pupil Premium strategies for primary schools. (+8 months progress and low cost).</p>	<p>Whole school action plan. Support from Trust Thinking Leads.</p>	<p>SLT</p>	
<p>Improve SEND provision.</p> <p>Disadvantaged SEND group to make expected and better progress.</p> 	<p>£19,475</p>	<p>SEND provision meets individual needs.</p>	<p>SENCO to closely monitor the class provision of disadvantaged SEND children. SEND plan identifies barriers to learning and the support to be put in place.</p>	<p>AC</p>	



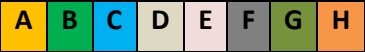



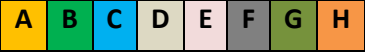
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<p>English and maths lead core provision groups</p> 	£4,292	<p>Half termly Trust cluster groups offering CPD and a chance to share good practice and learn from the best practice of others.</p>	<p>English and maths lead must be mindful to target PP children first (whenever possible).</p> <p>3 times a year</p>	CST, EH, JG	
<p>Homework club Autumn 2</p> 	£5,420	<p>The EEF identified homework as one of the 10 most effective Pupil Premium strategies for primary schools. (+2 months progress and low cost).</p> <p>Buy homework books for years 3,4,5,6</p>	<p>Class teachers to track who is completing regularly. Send letters to those who are not- invite to homework club instead.</p>	Year 3,4,5,6	
<p>Run Year 6 'Catch Up' curriculum resources</p> 	£5,000	<p>To purchase a proven effective programme delivering catch up support.</p>	<p>Weekly pupil progress meetings.</p>	Year 6	
<p>Afterschool Reading Peer tuition (Years 4 and 5) Spring (10 weeks)</p> 	£2,737	<p>The EEF identified peer tutoring as one of the 10 most effective Pupil Premium strategies for primary schools. (+5 months progress and low cost).</p>	<p>Identify tutors and tutorial targeted group. Identify a teacher to support.</p> <p>Track progress and evaluate intervention.</p>	Year 4 and 5 lead one night each	
<p>Breakfast pre teach club Year 5 and 6 Spring</p> 	£2,706	<p>Pre-teaching will develop children's confidence to grapple with learning.</p> <p>Identify children and teachers. Purchase breakfast materials.</p>	<p>Monitor progress and evaluate intervention.</p>	Year 6	.

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<p>Private speech and language therapist</p> <p><b>A B D</b></p>	£3,120	The EEF identified oral language intervention as one of the 10 most effective Pupil Premium strategies for primary schools. (+5 months progress and low cost).	Private speech and language therapist one morning per week from September 2019.	AC	
<p>Early help officer</p> <p><b>A B C D E F G H</b></p>	£27,899	Our Early Help Officer ensures families are supported and Social Care targets achieved. Time is also available for our looked after children.	<ul style="list-style-type: none"> <li>Families are better supported which will impact positively on pupils' readiness to learn at school.</li> <li>Teacher's time is freed up to teach.</li> <li>Outcomes of our looked after children.</li> </ul>	MC, AC, JK, DB	
<p>Attendance officer-partnership</p> <p><b>A B C D E F G H</b></p>	£18,500	Weekly attendance share with pupils, termly prize giving.  Share good practice. KS1 and KS2 attendance officers to work together each week. Share strategies and develop an attendance action plan.	Attendance of disadvantaged group will improve closer to national. Including attendance SLA.	NM, PS	
<p>FSM checking service LA</p> <p><b>G H</b></p>	£674	Check for edible funding.	Accurate funding.	PS	
<p>Alternative provision</p> <p><b>A B C E F G H</b></p>	£10,000	Keep all pupils and children safe. Meet individual needs.	Educating vulnerable pupils within a personalised provision that suits their individual needs (2 pupils).	AC, KJ, RF	
<p>Cornerstones- whole school experiences- trips</p> <p><b>A B C D E G</b></p>	£2,000	Providing for children's all round development by widening life experiences and promoting other interests.	Continue to develop the Curriculum. Increase breadth and opportunity of children's life experiences which impact on learning. Including trips to museums, theatre, camping and residential visits. Map whole school Primary Curriculum, Karate club, Dance club and begin Maths Club.	SP, TH, KB	

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Parent engagement 	£499	Engaging parents and helping them to know how they can support their children.	Invite parents to weekly celebration assembly. More newsletters. More opportunities for parents to come into school to celebrate topic. Map of when we communicate with parents for each year group. Continue with Marvellous me app subscription. Start a teacher parent engagement team.	HP, EH  Year Leaders and SLT	
Church outreach 	Free	In school analysis of our disadvantaged groups shows many families face financial instability at points in their life's.	Continue to signpost families to the church local food bank and money management support service as well as other local support.	SLT	
Nurture room Breakfast nurture club 	£17,700  (plus Gregg's funding)	One trained LSA and ELSA will run nurture and intervention groups for children who do not learn best within a larger class size. Emotional needs will be met and taught alongside targeting progress in learning.	Progress and attainment of the group. Both academic and SEMH.  Breakfast club registers targeted at disadvantaged families first.  Including Elsa supervision costs	JK, DB	
Develop effective relationships 	£10,976	Research highlights that relationships are crucial to good quality learning and teaching.	Train both nurture teachers in Team Teach. Whole school attachment aware and restorative practice. Through Educational Psychologist support.	LC	
Responsible citizenship 	£500	In school research has shown that children's packed lunches are not always of nutritional value and sugar content is very high. Launch healthy	Purchase fruit weekly. Work with lead MSA and all MSAs, Trust nutritionist, school nurse and parent forum group on lunch box launch.	Admin and SLT	

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		Lunchbox Policy and continue to purchase free fruit for playtimes.			
Free Milk and uniform/PE clothing <b>A H</b>	£3,144	If children are hungry they will find it harder to concentrate or manage their behaviour for learning.	Financial support for Pupil premium pupils to receive free milk each day.	Admin	
Purchase a school mini bus <b>A D E G H</b>	£6,000	Enrich the curriculum and allow for more life experiences for disadvantaged pupils.	More enrichment links with topics and the community. Reduced travel costs to support families funding trips. Increased curriculum opportunities.	TH	
Summer club <b>E F G H</b>	Free (funded)	Support families over long six-week holiday.	Children enjoyed a week's summer activity club, meeting new friends, engaging in activities such as inflatables, arts and crafts.	TH, GJ, GJ	
School nurse fortnightly parent drop-in. <b>A B C D E F G H</b>	£2,028	Parent outreach, medical, behavioural, nutritional advice and support.	Parents attend drop ins and welcome support (targeted disadvantaged families).	LC/AC	
MABS parent support fortnightly drop in. <b>E F G H</b>	£2,135	Parent outreach social, emotional, mental health support.	Parents attend drop ins and welcome support (targeted disadvantaged families).	LC/AC	
Keep up-to-date with research. <b>E F G H</b>	£500	Continue to keep abreast with latest research and studies of schools who have effectively supported Pupil Premium. Find schools with a similar socio-economic demographic.	Gaps are closing, disadvantaged pupils and their families impact from Pupil premium funding and the school's work.	SP	
<b>Total budgeted cost £197,308</b>	For further information please contact Tracey Harper- Executive Business Manager				